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common forms of applications, and, in addition, brings out a large number of methods less commonly known, especially in the use of parabola and certain higher curves in deriving graphic solutions of equations. The book should be of the utmost value to high-school teachers, not so much in supplying material to give to high-school pupils, as in furnishing that self-illumination and reserve power which contribute so largely to a teacher's effectiveness, and which, in unseen ways, tend to arouse and sustain interest and enthusiasm in the pupils.

High School Algebra. By J. H. TANNER, PH.D. New York: American Book Co., 1908. Pp. vi+346. \$1.00.

This text covers substantially the same ground as the author's *Elementary Algebra*, but presents a briefer and simpler treatment of the topics.

An important feature of the book, which is to be commended, is the placing of a chapter on quadratic equations *before* the chapter on radicals and imaginaries, and the theory of exponents. The fact that this is done, as the author says, on the request of prominent mathematics teachers, is an emphatic indication of the present tendency among thoughtful teachers to postpone more of the abstract manipulation till later in the course, and to put the whole subject of equations earlier. When this is done some of the richest applications of algebra are put within reach of the pupil in the first year of the course, whereas, if radicals, exponents, and imaginaries come early, the interesting and useful problems in quadratics are crowded out, and the pupil either never sees them, if he leaves school after one year, or else he may become discouraged with the overdose of abstract manipulation and drop out of algebra with disgust as soon as the absolute requirements of the curriculum will permit. The same argument which justifies postponement of formal radicals, exponents, and imaginaries till after quadratics would also postpone much of the complicated work in factoring and fractions, thus allowing the pupil to get interested in the *use of algebra* for solving problems at a still earlier period.

The form and style of this text are a great improvement over the author's *Elementary Algebra* for the use of the beginner in the high school. Many teachers will possibly feel that if the graphic work is worth introducing at all, it should be developed in connection with simultaneous equations instead of separately in a much later chapter.

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American History for Use in Secondary Schools. By ROSCOE LEWIS ASHLEY. New York: Macmillan, 1907. Pp. xxxv+557+xlvi.

This is an admirable textbook for secondary schools. The proportions are very just. The halfway mark falls immediately after the formation of the federal government; military operations are condensed into a very short space, the Civil War taking only thirty pages; and an unusual amount of attention is given to social and economic changes. The text is remarkably free from error, and the author seems to be fully acquainted with the latest results of scholarship. At the same time he shows independence of judgment, as is illustrated by